


## TQE Assessment Team Sustainability

| What Do You Want to Sustain?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                   | How Will You Measure Your Progress?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>VISION AND DESIRED RESULTS</b></p> <p>Teacher preparation programs that are dedicated to providing quality teachers for the state and nation and continual improvement in preparation.</p> <p>Performance assessment systems that:<br/>a) document candidate competence in meeting professional standards, and b) provide trend data on strengths and weaknesses of practitioner preparation programs of Iowa colleges and universities</p> <p>Support continual improvements in teacher education assessment systems and programs.</p> <p>These goals will be achieved through continued collaboration and sharing of resources and strategies with the organizational structure and support of the Iowa Association of Colleges for Teacher Education (IACTE) and the Iowa Department of Education.</p> |  | <p><b>INDICATORS</b></p> <p>Increased positive evaluation of candidates by employers reported to the Department of Education</p> <p>Increase in annual institutional reports submitted to the state that report program improvement changes based on supporting program assessment data.</p> <p>Accreditation visits will no longer describe program assessment as “a work in progress” but will observe program change based on carefully developed evidence.</p> <p>Continued assessment activities sponsored and supported by IACTE</p> |

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| <p><b>CONDITIONS AND CAUSES</b></p> <p>Continuing demands for accountability<br/>In higher education</p> <p>Improve K-12 education through better<br/>preparation of teachers</p> <p>Need for teacher education programs to<br/>model assessment FOR learning</p> <p>Reporting requirements of Iowa<br/>Department of Education and<br/>accreditation bodies</p> |  |  |
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| <p><b>STRATEGIES</b></p> <p>Facilitate idea/materials exchange through IACTE meetings and website</p> <p>Continue to provide consultation support for the 2008-09 year</p> <p>Send letter to College/University Presidents/Deans to advocate for continued resources to support faculty in change process</p> <p>Develop Assessment Interest Group to meet at IACTE</p> |  | <p><b>PERFORMANCE MEASURES</b></p> <p>Final TQE grant reports from TQE grant recipients</p> <p>Survey of deans/chairs on assessment needs and status</p> <p>Institutional Reports submitted by programs at re-accreditation</p> <p>Annual program reports submitted by programs</p> |
| <p><b>ACTIVITIES</b></p> <p>IACTE Poster sessions in the spring of 2009 to illustrate good practices in assessment</p> <p>Regional meetings of assessment personnel for mutual support and inspiration.</p> <p>.</p>                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                     |